

May 18, 2011

To: Academic Issues Council

From: Stanley E. Francus
Interim Vice President of Student Services

Re: Transfer Center and Articulation Program:
Placement In Program Vitality Review for 2011-2012

It is vitally important that the programs and services offered by the College effectively and efficiently meet the needs of our students. The periodic Program Review completed by each program or service area provides a general assessment of this objective and indicates areas, which would benefit from a broader, more extensive review, which the College has structured into the Program Vitality Review Process.

For the Student Services wing, this process was revised and approved in May 2008 with the following stated purpose:

"The purpose of the Program Vitality Review Process is to determine the vitality and continued viability of a program or service. Student Services Vitality will be evaluated in response to concerns identified during Program Review or in response to significant changes in support services, student participation rates. Staff availability, and/or facility and equipment costs and availability. This extended review process provides an opportunity to gather more data or information in response to these concerns. Evaluation may lead to support service improvement, or possible elimination or suspension. (* State requirements related to program suspension should be consulted, when considering this option)."*

Recommendation and Rationale for Program Vitality Review

In this year's Program Review, the Transfer Center and Articulation Program was recommended for Program Vitality Review during the 2011-2012 Academic Year. I concur with the evaluation indicators identified by the Counseling Department and the recommendation to place the Transfer Center Articulation Program into Program Vitality Review (see attached materials from the Program Review Report).

Cc: David Baird, Dean of Counseling
Counseling Department Faculty
Dean Mancina, CFE
Connie Marten, CFCE

Since the Transfer Center's last program review was completed in fall 2008, significant changes have taken place which continue to impact GWC's ability to maintain/enhance Transfer Center and articulation efforts. At the same time, preparing students for transfer from Golden West College to 4 year Colleges and Universities continues to be a major goal at the state, district, and college level. How we meet this goal with diminishing resources is a question that we continue to struggle with. When considering an answer to this question, I believe it is important to understand the following:

- In January 2007, the Transfer Center lost a full-time counselor aide position (one of two full-time classified positions supporting the center). Subsequent efforts to gain approval to rehire that position have been unsuccessful. Funding was available through spring 2009 to hire a 160 day replacement to help backfill at least part of the hours lost with the counselor aide position. All backfill funding ended with budget cuts at the end of the spring 2009 semester. We now rely entirely on student assistants and volunteers to help cover some of the work originally performed by the vacated counselor aide position. This cut/elimination of funding has reduced our ability to serve students and support faculty/staff on campus.
- The Articulation Grant (categorical funding) was reduced from \$5000 to \$4000 for 2008-09. This funding was cut again by 62% in fall 2009. By spring 2010, all transfer grant funding was eliminated entirely by the state. The majority of this funding was used to support overload hours outside the semester for the Articulation Officer to keep up with his work beyond his 11 month contract hours in summer and intersession. It has also funded memberships to articulation/transfer organizations and attendance by the Articulation Officer and Transfer Center instructional associate to attend some regional and state-wide articulation and transfer conferences and meetings. This cut/elimination of this funding means delays in articulation and cut in attendance at conferences and meetings unless other funding from other source(s) is identified to continue these activities.

Some issues identified related to current budget/resource constraints:

- GWC counselors continue to express concerns related to the lack of updated Transfer Planning Guide and major advisement sheets. The GWC Articulation Officer/ Transfer Center Director is charged with working on these assignments along with other articulation/transfer priorities. With regard to major advisement sheets, he has recommended that we stop producing them and encourage counselors and students to use the Project ASSIST website to locate the transfer/articulation information now printed on the advisement sheets. A majority of counselors do not agree with this recommendation and continue to advocate for the need to produce advisement sheets with current information on them in a more timely fashion. In spring 2010, a committee of counselors was formed and worked to update the old "Transfer Planning Guide" into what is now called the "Guide for Transfer Planning." Last spring, interns working in the Transfer Center were used to assist with the update of major advisement sheets. In late summer, a counselor asked permission to work on updating the Nursing and Business major advisement sheets and was allowed time to do so. A second counselor is now working to update a number of the pre-professional major advisements sheets. When these projects are complete, funding cuts will affect our ability to print and distribute either of these items.
- The GWC Dean of CTE has expressed concerns with the inability to get transfer agreements with private college and universities which could benefit GWC students enrolled in or considering enrollment in some of these private institutions. With regard to this issue, the Articulation Officer/ Transfer Center Director suggested that the Transfer Center does not have the resources to create, maintain, and update numerous agreements with colleges and universities that serve few GWC students. He has suggested that instead of signing agreements with each college or university that wants one with us, we instead encourage any of these schools to simply advertise to our students how they will accept our courses and degrees and apply

them to the graduation requirements at their institutions. Concerns for the need to have additional science courses articulated have also been expressed by the Dean of Math, Science and Health Professions.

One possible solution that could be explored related to issues identified above:

- Our current Articulation Officer/Transfer Center Director's work assignment is 50% for both articulation and Transfer Center duties and 50% as a general counselor. His assignment is contrasted with articulation/Transfer Center assignments at OCC which are 50% articulation and 50% counseling (1 counselor) and 50% Transfer Center Director and 50% TOP program (1 Counselor). CCC also has one counselor assigned 50% articulation and 50% counseling. Throughout region 8 (Orange County), most college's articulation assignments range from 50% to 100% and are separate from the Transfer Center director assignment. At least one full-time GWC counselor has suggested their interest in dividing the GWC Articulation Officer/Transfer Center Director position from one counselor to two counselors. This suggestion would allow Jerry Castillo the additional time he needs to complete his articulation assignment and allow a second counselor to devote a percentage of their time exclusively to enhancing Transfer Center efforts by working closely with the one full-time instructional associate staff currently assigned in the Transfer Center.

Questions related to this proposal include:

1. How would the general counseling division make up the loss of direct counseling services to students affected by any change in the current articulation/Transfer Center Director's assignment? How would the general counseling division make up the loss of direct counseling services to students if a second counselor was assigned to work a part of their assignment as the new Transfer Center Director? These questions are even more critical now with the retirement of another full-time counselor in spring 2010, and no full-time replacement allowed or even backfill funding given, to allow us to replace part of the lost counseling hours due to this retirement.
2. During this time of shrinking resources, how would these changes fit into Golden West College Counseling division's priorities for allocating its already limited resources?
3. What kind of process would be used to determine how to separate these positions from one to two? What percentage of load should be devoted to those assignments (and in the case of the Transfer Center how long would the reassignment last?)?
4. What process would be used to select a new Transfer Center Director?
5. What would be the expectations related to the working relationship between the Articulation Officer and the new Transfer Center Director position?
6. What are all the possible options for addressing this issue? What are the advantages and disadvantages for each of these options? What option is the recommended resolution?

I am recommending we put the Transfer Center Articulation program into Program Vitality Review so these concerns can be reviewed and potential solutions generated using a college-wide process.

David Baird

Dean, Counseling